

High Quality Assessment Content Validity Review Tool

General Information and Assessment Profile

General Information	
Content Area:	World Languages ▼
Name of Assessment:	TSD World Languages French II District Presentational Writing Assessment
Who developed this assessment?	TSD French teachers
Cost of Assessment	<input type="radio"/> Fee based <input checked="" type="radio"/> Open Source
Reviewer(s):	Toni Theisen and TSD District World Languages Teachers
Collaborative Review	<input checked="" type="radio"/> Yes <input type="radio"/> No
Review Team Type (Select the most descriptive)	District Team ▼
District(s) or Professional Association that performed the review	TSD World Languages teachers
Date of Review:	2/6/2014

Assessment Profile			
Item Types - check all that apply (note: there is often overlap among certain item types):	Selected Response (multiple choice, true-false, matching, etc.) <input type="checkbox"/>	Short Answer (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.) <input type="checkbox"/>	Extended Response (essay, multi-step response with explanation and rationale required for tasks) <input checked="" type="checkbox"/>
	Product (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.) <input checked="" type="checkbox"/>	Performance (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.) <input type="checkbox"/>	Process (creation, development, design, exploration, imagining, visualization, experimentation, invention, revision) <input type="checkbox"/>
Comments on the Item Types (Strengths and Suggestions)	The format and the assessment fit the type of performance assessment that aligns with Colorado Academic World Language Standards		
The assessment includes: (check all that apply)	Teacher directions (may include prerequisites / description of instruction before giving the assessment e.g., this assessment should be given after students have learned ...) <input type="checkbox"/>	Scoring Guide/Rubric <input checked="" type="checkbox"/>	Sample evidence to show what student performance might look like <input checked="" type="checkbox"/>
	Materials (if needed to complete the assessment) <input checked="" type="checkbox"/>	Estimated time for administration <input checked="" type="checkbox"/>	Student Directions & Assessment Task/Prompt – what does the student see/use? <input checked="" type="checkbox"/>
	<input type="checkbox"/> Other (Please Specify -->)	It includes live animals	
Strength and Suggestions regarding the general assessment profile (Item types, assessment inclusions, etc.)	This type of assessment aligns with the performance aspects of the Colorado Academic World Language Standards. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.		

Alignment

A high quality assessment should be...Aligned

1a. Grade Level(s):	Grades 9-12			
1a. Indicate the Colorado Academic Standards and Grade Level Expectations evaluated by the Assessment:	WL09-NM-S.1-GLE.3; WL09-NM-S.2-GLE.1; WL09-NM-S.2-GLE.2; WL09-NM-S.3-GLE.1; WL09-NM-.S4-GLE.1; WL09-NM-.S4-GLE.2			
Colorado Academic Standards Online	Reference sheet explaining how to code the Standards and Grade Level Expectations			
1a. Indicate the intended <u>DOK</u> range of the <u>Grade Level Expectations</u>: (Check all that apply.)	<input checked="" type="checkbox"/> DOK 1	<input checked="" type="checkbox"/> DOK 2	<input checked="" type="checkbox"/> DOK 3	<input checked="" type="checkbox"/> DOK 4
1a. Indicate the intended <u>DOK</u> of the <u>assessment</u> (Check all that apply.)	<input checked="" type="checkbox"/> DOK 1	<input checked="" type="checkbox"/> DOK 2	<input type="checkbox"/> DOK 3	<input type="checkbox"/> DOK 4
General DOK Levels reference Sheet	DOK Art	DOK ELA	DOK Math and Science	
1b. Describe the content knowledge/concepts assessed by the set of items or the performance task:	Expressing opinions, evaluating researched information, describing and comparing cultural issues around family and celebrations, travel			
1c. List the skills/performance assessed (what are students expected to do?):	Writing			
1d. To what extent do you see a strong <u>content match</u> between the set of items reviewed or the task and the corresponding Colorado Academic Standard/s? <u>Use the definitions to select your rating. You MUST justify your rating below.</u>	<input checked="" type="radio"/> Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard/s.	<input type="radio"/> Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard/s.	<input type="radio"/> Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard/s.	<input type="radio"/> Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard/s.
	<input type="radio"/> No match – task or most items are not related to the skills and knowledge described in the corresponding state standard/s.			
1d. <u>Justification of Overall Content Match Rating:</u> Please provide evidence from both the standards and assessment to support your response: (Your response should be detailed and include examples)	Here are the standards used: 1.3-Presentational writing; 2.- Cultural Practice and Perspectives; 3.1-Connections to Other Disciplines; 4.1			
1e. Are the set of items or tasks reviewed as cognitively challenging as the grade level expectations? <u>Use the definitions below to select your rating.</u>	<input checked="" type="radio"/> More rigorous – most items or the tasks reviewed are at a higher DOK level than the range indicated for the grade level expectations.	<input type="radio"/> Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the grade level expectations.	<input type="radio"/> Less rigor – most items or the task reviewed are lower than the DOK range indicated for the grade level expectations.	
1e. <u>Justification of Overall Cognitive Match</u> : Please provide evidence from both the grade level expectations and assessment to support your response:	Assessment provides items that are equivalent in rigor to many of the expectations in the standards as well as the evidence outcomes. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.			
Overall Strengths and Suggestions Regarding Alignment				
These assessments are aligned with the CAS World Languages Standards. They represent what a student should know and be able to do in a presentational writing mode task, while indicating the appropriate proficiency range.				

Scoring

A high quality assessment is Scored using Clear Guidelines and Criteria

What elements of a scoring guide are present? Check all that apply.	<input type="checkbox"/> Answer key, scoring template, computerized /machine scored	<input checked="" type="checkbox"/> Generalized Rubric (e.g., for persuasive writing, for all science labs)	<input type="checkbox"/> Task-Specific Rubric (only used for the particular task)
	<input type="checkbox"/> Checklist (e.g., with score points for each part)	<input type="checkbox"/> Teacher Observation Sheet/ Observation Checklist	
2a. Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment. Provide an explanation of your response:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
The scoring guide is a very detailed rubric based on performance writing tasks at the prescribed proficiency range. The rubric is aligned with the Colorado Academic World Language Standards. The rubric provides a sections that lets the student exceed in the task. The rubric aligns with the appropriate performance level.			
2b. Are the score categories clearly defined and coherent across performance levels? Provide an explanation of your response below:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
Excerpt from French prompt: You are taking part in a writing contest and have been asked to contribute to a French blog on school and student life around the world. The task is to describe your typical school day and schedule, supplies needed for different classes, a description of your grades, classes you like and dislike, and which classes are your			
2c. To what degree does the rubric/scoring criteria address all of the demands within the task or item? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
Has six criteria pertinent to a presentational task aligned with the standards. Task			
2d. Based on your review of the rubric/scoring criteria, do you think the scoring rubric would most likely lead different raters to arrive at the same score for a given response? Provide an explanation of your response below:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
Teachers have practiced with this rubric many times to assure validity and reliability. So for the most part this will happen.			
2e. Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, what student work would be needed below:	<input checked="" type="radio"/> Yes	<input type="radio"/> Somewhat	<input type="radio"/> No
Yes, there are student samples. These assessments and the rubrics have been anchored for validity with the TSD World Languages teachers.			
Overall Strengths and Suggestions Regarding Scoring			
Assessment aligned with World Language CAS. Scoring guide aligned with appropriate range level and performamnce criteria. Very strong assessment.This assessment is modeled af			

Fair and Unbiased

A high quality assessment is FAIR and UNBIASED

FAIR and UNBIASED (the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

3a. To what extent are most of the items or the tasks designed and formatted to be visually clear and uncluttered (e.g., use of white space, graphics, and illustrations)? **Provide an explanation of your response below:**



High



Moderate



Low

Bolded name of prompt and theme; prompt clearly written; bulleted guidance notes; added sentence to encourage going beyond. Writing template provides directions, word limit, word count section, a section to brainstorm as a task organize and planning section and a section to write the draft.

3b. To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners? **Provide an explanation of your response below:**



High



Moderate



Low

The prompt is in English, so there can't be problems understanding the directions. The bulleted points clarify the task.

3c. To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias? **Provide an explanation of your response below:**



High



Moderate



Low

Does not display any cultural, economic or gender bias.

[*Please reference "Defining Features of Academic Language in WIDA's Standards" *](#)

3d. Does the assessment use appropriate levels of academic language for the grade and content area? **Provide an explanation of your response below:**



Yes



Somewhat



No

The language in the prompts directly aligns with the DOK in the rubric.

3e. Does the assessment limit the usage of words that can be confused with one another (homonyms)? (Examples: ate/eight; sell/cell; allowed/aloud; beet/beat; by/buy). **Provide an explanation of your response below:**



Yes



Somewhat



No

The assessment does not using confusing words.

3f. If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed? Provide an explanation of your response.	Accommodations are commonly categorized in five ways: presentation, response, setting, and timing and scheduling:	Presentation Accommodations — Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.	Response Accommodations — Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
	Setting Accommodations — Change the location in which a test or assignment is given or the conditions of the assessment setting.	Timing and Scheduling Accommodations — Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.	Linguistic Accommodations — Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.
This assessment can be modified to fit an IEP or 504 plan. Assessment can be made bigger, use a word bank, be reduced or be in a different communicative mode.			
3g. Are there adequate accommodations permitted for this assessment? Provide an explanation of your response.	<input checked="" type="radio"/> Yes, Some identified	<input type="radio"/> None identified	
Yes, some are identified to match task. They are on the instructions page.			
Overall Strengths and Suggestions Regarding Fair and Unbiased ratings			
Assessment is fair and unbiased. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.			

A high quality assessment should...Increases Opportunities to Learn

(The areas below should also be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

4a. Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
This is an everyday, real life situation for a teenager.			
4b. To what extent do you think the knowledge and skills tested by the assessment can provide good information about what students have learned in the classroom? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
This assessment provides information about students' skills in presentational writing, one of the three modes of communication in our standards.			
4c. To what degree do the results from this assessment (<i>scores and student work analysis</i>) foster meaningful dialogue about learning expectations and outcomes with students and parents? Provide an explanation of your response below	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
Since this is a real-world situation and there is a detailed rubric, it becomes obvious to students and parents which skills have been developed or not developed.			
4d. To what extent do you believe the assessment can clearly communicate expectations for academic excellence (e.g., creativity, transference to other content areas or 21st Century skills) to students? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
When a teachers look at the entire thematic unit, the learner targets and the proficiency range. Students can get a good picture of student progress and performance. Teacher can also look at specific areas of strengths and weaknesses.			
4e. Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can use the results (<i>scores and student work analysis</i>) to understand what competency on standard/s look like? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
The learner targets and goals are on the assessments indicating the purpose of the assessment.			

4f. Based on the content evaluated by the task or the set of items reviewed, to what extent do you think teachers can identify what purpose the assessment serves (e.g. diagnostic, report card grades, adjusting instruction, etc.)? Provide an explanation of your response below:	<input checked="" type="radio"/> High	<input type="radio"/> Moderate	<input type="radio"/> Low or None
We will use use as a report card grade and as a indicator for achievement in that mode of communication.			
Overall Strengths and Suggestions Regarding Opportunities to Learn			
This is a real-life situation relevant to a teenager. It helps them understand their proficiency range and where they can go from ther. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.			

Assessment Review Tool Summary and Final Rating

Name of Assessment	TSD World Languages French II District	Review Date	2/6/2014
Grade Level(s)	Grades 9-12		
Final Rating Holistic Rating for Entire Assessment (Please Review Summary of all Ratings Below Before Making a Final Selection)		Fully Recommended ▼	
Comprehensive Explanation for Final Rating and suggestions for improvement or modification	This assessment aligns with the Colorado Academic World Languages Standards, with a focus on the presentational writing mode for the novice-mid range. The students are provided with choices of which prompt to choose. These scenarios are real world tasks that one would perform when interacting with others in another culture. Improvement can include add a checklist for the learner "I can" targets and as well as more clearly indicating proficiency range.		
Colorado Academic Standards	WL09-NM-S.1-GLE.3; WL09-NM-S.2-GLE.1; WL09-NM-S.2-GLE.2; WL09-NM-S.3-GLE.1; WL09-NM-.S4-GLE.1; WL09-NM-.S4-GLE.2		
Who Developed the Assessment	TSD French teachers	Cost	Open Source
Reviewers	Toni Theisen and TSD District World Languages Teachers		
Collaborative Review	Yes: Review process was performed by a group of professional educators working in collaboration.	Review Team Type	District Team
District or Professional association that performed the review	TSD World Languages teachers		

Item Types			Extended Response	Product		
Item Type Comments	The format and the assessment fit the type of performance assessment that aligns with Colorado Academic World Language Standards					
Assessment Includes		Scoring Guide/Rubric	Sample Student Evidence	Materials	Estimated time for administration	Student Directions & Assessment Task/Prompt
Assessment Inclusion Comments	This type of assessment aligns with the performance aspects of the Colorado Academic World					
DOK of Grade Level Expectations	1	2	3	4		
DOK of Assessment	1	2				
Content Knowledge / Concepts Assessed	Expressing opinions, evaluating researched information, describing and comparing cultural issues around family and celebrations, traveling to France and art.					
Skills / Performance Assessed	Writing					
Content Match	Full match	Here are the standards used: 1.3-Presentational writing; 2.- Cultural Practice and Perspectives; 3.1-Connections to Other Disciplines; 4.1-Language Comparisons. Students respond to one of the prompts and need to express their responses in the target language. For example, students write a blog entry comparing schools in France with US schools. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.				
Item(s) rigor compared to GLE rigor	More rigorous	Assessment provides items that are equivalent in rigor to many of the expectations in the standards as well as the evidence outcomes. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.				
Overall Comments on alignment	These assessments are aligned with the CAS World Languages Standards. They represent what a student should know and be able to do in a presentational writing mode task, while indicating the appropriate proficiency range.					

Elements of Scoring guide		Generalized Rubric (e.g., for persuasive writing, for all science labs)				
Does the rubric/scoring criteria align to Colorado Academic Standards in this assessment?	Yes	The scoring guide is a very detailed rubric based on performance writing tasks at the prescribed proficiency range. The rubric is aligned with the Colorado Academic World Language Standards. The rubric provides a sections that lets the student exceed in the task. The rubric aligns with the appropriate performance level.				
Are the score categories clearly defined and coherent across performance levels?	Yes	Excerpt from French prompt: You are taking part in a writing contest and have been asked to contribute to a French blog on school and student life around the world. The task is to describe your typical school day and schedule, supplies needed for different classes, a description of your grades, classes you like and dislike, and				
To what degree does the rubric/scoring criteria address all of the demands within the task or item?	High	Has six criteria pertinent to a presentational task aligned with the standards. Task How well do I complete the task? Comprehensibility				
Based on your review of the rubric/scoring criteria, do you think the scoring rubric would most likely lead different raters to arrive at the same score for a given response?	Yes	Teachers have practiced with this rubric many times to assure validity and reliability. So for the most part this will happen.				
Is there student work?	Yes	Yes, there are student samples. These assessments and the rubrics have been anchored for validity with the TSD World Languages teachers.				
Overall Strengths and Suggestions Regarding Scoring	Assessment aligned with World Language CAS. Scoring guide aligned with appropriate range level and performnncr criteria. Very strong assessment.This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.					

To what extent are most of the items or the tasks designed and formatted to be visually clear and uncluttered?	High	Bolded name of prompt and theme; prompt clearly written; bulleted guidance notes; added sentence to encourage going beyond. Writing template provides directions, word limit, word count section, a section to brainstorm as a task organize and planning sectionr and a section to write the draft.				
To what extent are most of the items or the task presented in as straightforward a way as possible for a range of learners?	High	The prompt is in English, so there can't be problems understanding the directions. The bulleted pointsclarify the task.				
To what degree is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias?	High	Does not display any cultural, economic or gender bias.				
Does the assessment use appropriate levels of academic language for the grade and content area?	Yes	The language in the prompts directly aligns with the DOK in the rubric.				
Does the assessment limit the usage of words that can be confused with one another (homonyms)?	No	The assessment does not using confusing words.				
If applicable, what type of accommodations are provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed?		Presentation Accommodations	Response Accommodations	Setting Accommodations	Timing and Scheduling Accommodations	Linguistic Accommodations
Explanation of accommodations selected	This assessment can be modified to fit an IEP or 504 plan. Assessment can be made bigger, use a word bank, be reduced or be in a different communicative mode.					

Are there adequate accommodations permitted for this assessment?	Yes, Some identified	Yes, some are identified to match task. They are on the instructions page.
Overall Strengths and Suggestions Regarding Fair and Unbiased ratings	Assessment is fair and unbiased. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.	

Does this assessment engage a student in thinking that connects to a real world, new context, situation, problem or challenge?	High	This is an everyday, real life situation for a teenager.
To what extent do you think the knowledge and skills tested by the assessment can provide good information about what students have learned in the classroom?	High	This assessment provides information about students' skills in presentational writing, one of the three modes of communication in our standards.
Meaningful dialogue about learning expectations and outcomes with students and parents	High	Since this is a real-world situation and there is a detailed rubric, it becomes obvious to students and parents which skills have been developed or not developed.
Clearly communicates expectations for academic excellence	High	When a teachers look at the entire thematic unit, the learner targets and the proficiency range. Students can get a good picture of student progress and performance. Teacher can also look at specific areas of strengths and weaknesses.
Teachers can use the results (scores and student work analysis) to understand what competency on standard/s look like	High	The learner targets and goals are on the assessments indicating the purpose of the assessment.
Teachers can identify what purpose the assessment serves (e.g. diagnostic, report card grades, adjusting instruction, etc.)	High	We will use use as a report card grade and as a indicator for achievement in that mode of communication.
Overall Strengths and Suggestions Regarding Opportunities to Learn	This is a real-life situation relevant to a teenager. It helps them understand their proficiency range and where they can go from ther. This assessment is modeled after an existing assessment in the CDE Assessment Resource Bank that has been fully recommended.	

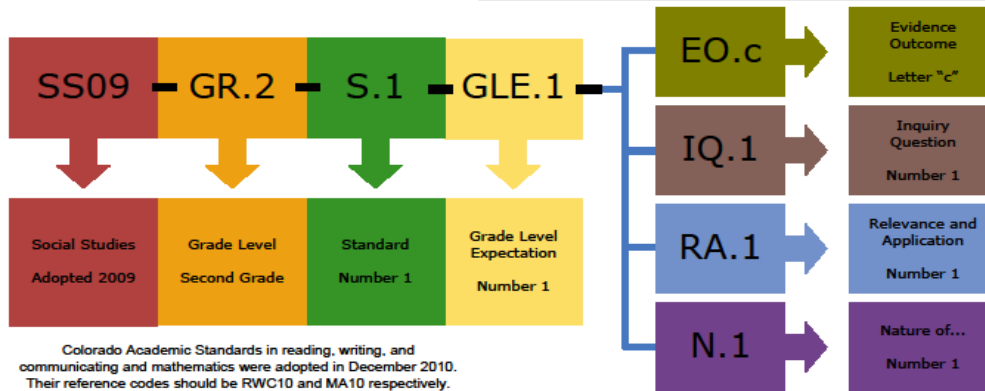
Colorado Academic Standards Reference System

STANDARDS TEMPLATE

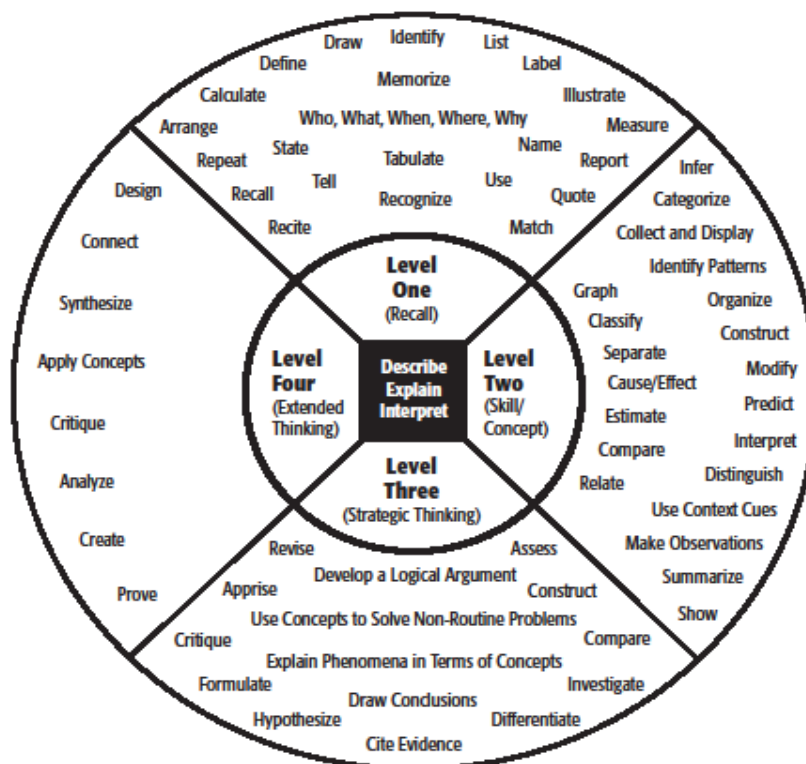
Content Area Abbreviations

DA09	Dance
DT09	Drama and Theatre Arts
CH09	Comprehensive Health
PE09	Physical Education
MA10	Mathematics
MU09	Music
RWC10	Reading, Writing and Communicating
SC09	Science
SS09	Social Studies
VA09	Visual Arts
WL09	World Languages

Content Area:	
Standard:	
Prepared Graduates:	
>	
High School and Grade Level Expectations	
Concepts and skills students master:	
Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can:	Inquiry Questions:
	Relevance and Application:
	Nature of the Discipline:



Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wisc.edu/WAT/index.aspx>>